Author index

A
Ahern, Kathryn J., 79
Al-Nobani, Muna, 639
Angus, Neil, 480
Attree, Moira, 592

B
Basford, Lynn, 345
Bechtel, Gregory A., 182
Beech, Bernard, 610
Beynon, Charlene, 41
Biley, Francis, 586
Birchenall, Peter, 173, 431
Blackford, Jeanine, 364
Bowles, Lindsay, 263
Bradshaw, Martha J., 182
Brewer, Chris, 136
Bull, Rosalind, 116
Bunard, Philip, 598
Bush, Tony, 20

C
Cain, Paul, 159, 175, 299
Cassedy, Paul, 250
Chan, Po-Tai, 464
Chapman, Helen, 129
Chung, Man Cheung, 122
Clark, Alison, 12
Clifford, Collette, 87
Cook, Michael J., 306
Crookes, Patrick A., 136
Culley, Lorraine, 502
Cutcliffe, John R., 250

D
Davidhizar, Ruth, 182
Davies, Shân, 215
Davies, Sue, 373
Davies, Susan, 93
Deans, Cecil, 53

F
Foong, Andrew, 464
Fraser, Diane M., 495

G
Gelling, Leslie, 564
Genders, Nicky, 502
Gibbs, Michael, 357
Glen, Sally, 12, 628
Glover, Jean, 633
Goding, Lois, 299
Goldenberg, Dolly, 419
Grafström, Margareta, 472
Green, Barbara, 215
Green, Barbara F., 142, 323
Greenstreet, Wendy M., 649

H
Hannigan, Ben, 509
Hardcastle, Mark, 89
Harden, Ronald M., 286
Helenius, Hans, 617
Hilton, David E., 543
Holt, Janet, 246

I
Ionnides, Andreas P., 207
Itkonen, Jouni, 617

J
Jackson, Debra, 527
Jarvis, Peter, 269
Jasper, Melanie A., 452
Jinks, Annette M., 62
Johnson, Mark, 521
Johnson, Martin, 10, 599
Jones, Helen M., 263
Jordan, Sue, 215
Joutsela, Johanna, 617

K
Kinsella, Faye E., 323
Kirk, Maggie, 107
Koistinen, Tuula, 617

L
Laforêt-Fliesser, Yvette, 41
Laine, Sari, 617
Lauder, William, 480
Lee, Tony, 443
Leith, Helen, 199
Lerwill, Chris J., 319
Lister, Philip, 313
Long, Tony, 246
Lowry, Mike, 521
Lyons, Judith, 29

M
McEwan, Lynn, 419
McGurk, Catriona, 136
Macklin, Justin, 488
McSherry, Wilfred, 578
Man Cheung Chung, 122

© 1999 Harcourt Publishers Ltd

Marks-Maran, Di, 3, 488
Marland, Glenn R., 578
Martyr, Philippa, 116
Mawdsley, Josephine M., 443
Miller, S., 570
Milligan, Frank, 548
Mitchell, Theresa, 151
Morris, Jenny, 601
Moule, Pamela, 164
Mulholland, Joan, 199
Murphy, Geraldine, 592

N

Nahas, Violeta L., 639
Narayanasamy, Aru, 274, 386
Negussie, Birgit, 472
Newell, Rob, 347
Nimmo, Sheila, 362
Nolan, Peter W., 122
Noor, Violet, 639
Norman, Ann E., 1
Nyatanga, Lovemore, 10

O

O'Connor, S.E., 334

P

Paimensalo, Irmeli, 617
Parrish, Alan A., 1
Pateman, Brian, 62
Paton, Evelyn, 362
Pearce, J., 334
Po-Tai Chan, 464
Price, Sue, 227
Priest, Helena M., 71, 357, 556

R

Rangeley, Hazel, 443
Reynolds, William, 480
Roberts, Paula, 396
Rogerson, Elizabeth C.B., 286
Rolfe, Gary, 295, 433, 668
Rossiter, Joh-Chin, 464

S

Scammell, J., 570
Sellers, Eileen T., 53
Shepherd, Bernadette, 93, 373
Shorten, Allison, 136
Siiskonen, Marja, 617
Skog, Margareta, 472
Smith, Karen, 628
Smith, R.L., 334
Soohbany, Mohammad S., 35
Spence Laschinger, Heather K., 408
Spencer, Nicola, 347
Street, Annette, 364
Suikkanen, Sanna, 617
Sullivan, Jennifer R., 527

T

Tak-Ying Shiu, Ann, 188
Tennant, Shirley M., 239
Tetley, Josie, 633
Thomson, Ann M., 93, 373
Tresolini, Carol P., 408

V

Välimäki, Maritta, 617
Vogeli, D., 334

W

Wallace, Margaret C., 136
Walton, P., 334
Ward-Griffin, Catherine, 41
White, Jean, 142
Whittaker, Karen, 93, 373
Wihlborg, Monne, 533
Williams, Allison F., 659
Williams, W. Robert, 142, 323
Winblad, Bengt, 472

Y

Ylitörmänen, Tuija, 617
Ylönen, Kirsi, 617
Young, Gill, 488

© 1999 Harcourt Publishers Ltd

Subject index

A

Academic nurse educators, Australia, expectations for year 2005, 53
Aggression and violence in health settings, three-day unit of instruction, 610
Assessment
  competence of newly-qualified nurses/quality of pre-registration education, 334
  continuing education needs of community nurses, midwives and health visitors, 93
  mental health nursing competence, using level III academic marking criteria, 89
Attitudes of Hong Kong high school students towards nursing profession, 464

B

Biosciences in pre-registration curriculum, 215

C

Children's nursing, selection of students: qualities expected, 227
Clinical governance, nurse education and (guest editorial), 87
Clinical practice
  competence assessment of mental health nursing using level III academic marking criteria, 89
  in nurse education (editorial), 173
  nurse educators
    Jordanian students' perception of effective teachers, 639
    role of, 12, 207
    role of nurse lecturer conceptualized, 79
Common foundation programme
  leaving reasons and course evaluation comments of students, 142
  student satisfaction, 323
Community facilitators, lecturer—practitioners as, 373
Community nurses/nursing
  continuing education needs for supervising and assessing students, 93
  mental health, 509
  role in supporting parents with learning disability, 502
  self-efficacy of preceptors: partnership between service asnd education, 41
Competence
  assessment
    mental health nursing, using level III academic marking criteria, 89
    newly-qualified nurses, 334
  cultural, taxonomy for, 313
Competency-based education, 182
  limitations: Australian perspective, 129
Computer-assisted learning (CAL), 521
Conceptual basis of nursing, 570
Confidentiality, 175
Continuing education, supervision and assessment: needs of community nurses, midwives and health visitors, 93
Continuing professional development, experienced nurses learning with medical students, 263
Contracting for nurse education, 164
Controversial issues, treatment approaches by nurse educators, 159
Counselling
  health promotion, self-efficacy of nursing and medical students, 408
  training, development of empathy in short, skills-based course, 250
  use within nursing, 35
Creative arts, integration into midwifery curriculum, 527
Cultural competence, taxonomy for, 313
Curriculum
  evaluation, comparison of qualitative and quantitative approaches, 62
  midwifery
    improvement of pre-registration curriculum, Delphi technique approach, 495
    integrating creative arts into, 527
  pre-registration, biosciences in, 215
  problem-based learning, undergraduate student responses, 586

D

Delphi technique, improvement of pre-registration midwifery curriculum, 495
Dementia patients, change of outlook of trainees towards, 472
Diary keeping see Journal keeping
Distance learning courses, 286
  health promotion honours degree via internet, 488
'Dual diagnosis module', design and implementation, 357

E

Empathy, development in short, skills-based counselling course, 250
Ethics
  confidentiality, 175

© 1999 Harcourt Publishers Ltd

Ethics (*contd.*)
role of research ethics committees, 564
teaching, 246
Evidence-based nursing, problems of, 433

G

Genetics education in diploma-level training courses in UK, 107

H

Health education, use of market as learning strategy, 116
Health promotion
counselling, self-efficacy of nursing and medical students, 408
distance learning honours degree via internet, 488
Health visiting practice, knowledge in, 299
Health visitors, continuing education needs for supervising and assessing students, 93
Higher education
nurse education in (guest editorial), 261
see also Universities

I

Information literacies, integration into undergraduate nursing programme, 136
Institute of Learning and Teaching (ILT) (editorial), 431
Internationalization, student nurses' conceptions: phenomenographic study, 533
Internet, health promotion honours degree via, 488

J

Journal keeping
as aid in spirituality teaching, 20
as learning strategy for reflective practice in midwifery, 29

K

Knowledge
in health visiting practice, 299
transfer of, 480

L

Leadership in nursing, 306
Learning
computer-assisted, 521
prior, accreditation, 199
problem-based, 182
by clinical educators: evaluation in Australian nursing programme, 659
emancipatory limits and links with andragogy, 548
undergraduate student responses to, 586
work-based philosophy (editorial), 173
Learning disability
and mental health problems, 'dual diagnosis' module, 357
parenting and, role of community nurse, 502
Lecturers see Nurse educators

M

Mathematics
abilities and attitudes to, post-registration students, 319
academic qualification as entry requirement for diploma in nursing programme, 543
Mental health nursing
community, 509
competence assessment using level III academic marking criteria, 89
students' perceptions of first placement, 122
Mental health problems and learning disability, 'dual diagnosis' module, 357
Midwifery
continuing education needs for supervising and assessing students, 93
curriculum
integration of creative arts into, 527
pre-registration, improvement using Delphi technique approach, 495
distance learning courses, 286
reflective education, 29
Moral guidance, ethics teaching and, 246
Multicultural community, problem-based educational packages, 364
Multidisciplinary education: experienced nurses learning with medical students, 263

N

Namedropping, scholarship and (guest editorial), 599
NEdSERV, 396
Nurse education, approaches to (guest editorial), 261
Nurse educators
academic, Australia: expectations for year 2005, 53
approach to controversial issues, 159
in clinical practice, 12, 207
conceptualization of role, 79
evaluation of problem-based learning by, 659

© 1999 Harcourt Publishers Ltd

Jordanian students' perception of effective teachers, 639
research practitioners, 628
Nursing process, 592

O

Open learning materials, diploma level research modules, 601

P

Paradigms, nursing, postmodern, 3, 592 (commentary), 668 (commentary)
Part-time education, management of multiple roles by Hong Kong public health nurses, 188
Placements, mental health, students' perceptions, 122
Practice education, 269
Preceptors, self-efficacy, community setting, 41
Present Tense Commentary (PTC), 151
Printed medium, threat to (editorial), 519
Prior learning, accreditation, 199
Prison service, nurses in (guest editorial), 1
Problem-based learning, 182
by clinical educators, evaluation in Australian nursing programme, 659
emancipatory limits and links with andragogy, 548
undergraduate student responses to, 586
use in multicultural community, 364
Psychological care
novice and expert perceptions, 556
in nursing education and practice, 71

Q

Quality of service measurement, NEdSERV, 396

R

Reconstructing nursing, 3, 592 (commentary), 668 (commentary)
Recruitment, attitudes of high school students and, Hong Kong, 464
Reflection/reflective practice
learning, midwifery education, 29
promotion via brief written educational material, 347
written, nurses' perceptions, 452
Research ethics committees, role of, 564
Research modules, diploma level, evaluation of open learning materials in, 601
Research practitioners, 628
Research teaching, experiential methods in, 633

S

Self-determination in nursing students: an empirical investigation, 617
Self-efficacy
health promotion counselling, nursing and medical students, 408
preceptors, community setting, 41
Service quality measurement, NEdSERV, 396
Shared learning
experienced nurses and medical students, 263
guest editorial, 345
Skills transfer, 480
Spirituality/spiritual care
historical perspective, 386
teaching
ASSET model, 274
journalling and, 20
literature review, 649
Students
achievement motivation, anxiety and academic success in first year Master of Nursing students, 419
conceptions of internationalization, 533
discontinuations, 578
common foundation programme, reasons and course evaluation, 142
new recruits perceptions of nursing, 239
nursing and medical, self-efficacy in health promotion counselling, 408
in part-time programmes, management of multiple roles, 188
part-time work by, implications for nurse education, 443
perceptions of biosciences in curriculum, 215
perceptions of first mental health placement, 122
responses to problem-based learning curriculum, 586
satisfaction within common foundation programme, 323
selection for children's nursing, 227
self-determination in: an empirical investigation, 617
Supervision
clinical, role of nurse lecturer conceptualized, 79
continuing education needs of community nurses, midwives and health visitors, 93

T

Teachers *see* Nurse educators
Teaching, use of computer-assisted learning, 521
Theory and practice
conceptual basis of nursing, 570

© 1999 Harcourt Publishers Ltd

Theory and practice (*contd.*)
in nurse education (editorial), 173
Transfer of knowledge and skills, 480

U

Universities, nurse education in, Australia, 53

V

Violence and aggression in health settings, three-day unit of instruction, 610

W

Writing, 295, 598 (commentary)
reflective, nurses' perceptions, 452

© 1999 Harcourt Publishers Ltd